



## UNCOVERING ARABIC LANGUAGE ERRORS IN CONVERSATIONAL CONTEXT: AN ANALYSIS OF DERIVATION AND INFLECTION ASPECTS

**Sovinaz**

Universitas Muhammadiyah Malang  
sovinaz46@gmail.com

**Achmad Tito Rusady**

Universitas Muhammadiyah Malang  
atito@umm.ac.id

### **Abstract**

*This study focuses on the analysis of Arabic language errors in daily conversational activities, with a particular emphasis on the aspects of inflection and derivation within morphological studies. The research objectives encompass elucidating language errors, categorizing them, analyzing their forms, providing corrections, and delving into the underlying factors contributing to these errors. The research cohort comprises 5th-grade female students at Daarul Ukhuwwah Putri 2 Islamic Boarding School in Malang, East Java. Employing a qualitative methodology with a descriptive approach, this study employs various data collection techniques such as observation, interviews, and oral tests. The data analysis process adheres to a structured approach involving data collection, error identification and classification, error categorization, pinpointing error patterns, and subsequently offering corrections. The findings of this investigation reveal prevalent language errors made by 5th-grade students during spoken communication, specifically related to the improper use of forms of *ḍamir muttasil*, *fi'il maḍli*, *isim fā'il*, and *masdar*. Some errors occur inadvertently. For instance, there are discrepancies in word forms in sentences, such as "لِتَسْتَعِدَّ لِلدَّرَاسَةِ" where the correct *masdar* form should be "إِسْتِعْدَادًا لِلدَّرَاسَةِ". Another example is the simplification of the sentence "مَاعِنْدِي الْفُلُوسَ" where it should be "مُفْلِسٌ", serving as the *ism fa'il* of the word "أَفْلَسَ". Two distinct categories contribute to the occurrence of these language errors: internal factors, which originate within the speaker, and external factors, arising from environmental influences affecting the speaker. While these factors are multifaceted and intricate, teachers can play a pivotal role in language correction efforts, offering valuable opportunities to rectify these errors.*

**Keywords:** Conversation, Language Errors, Morphology

### **Abstract**

Kajian ini berfokus pada analisis kesalahan bahasa Arab dalam aktivitas percakapan sehari-hari, dengan penekanan khusus pada aspek infleksi dan derivasi dalam kajian morfologi. Tujuan penelitian meliputi penjelasan kesalahan bahasa, mengkategorikannya,

menganalisis bentuknya, memberikan koreksi, dan menggali faktor-faktor mendasar yang berkontribusi terhadap kesalahan tersebut. Kelompok penelitian ini terdiri dari santri kelas 5 di Pondok Pesantren Daarul Ukhuwwah Putri 2 Malang, Jawa Timur. Dengan menggunakan metodologi kualitatif dan pendekatan deskriptif, penelitian ini menggunakan berbagai teknik pengumpulan data seperti observasi, wawancara, dan tes lisan. Proses analisis data menganut pendekatan terstruktur yang melibatkan pengumpulan data, identifikasi dan klasifikasi kesalahan, kategorisasi kesalahan, menentukan pola kesalahan, dan kemudian menawarkan koreksi. Temuan penyelidikan ini mengungkapkan kesalahan berbahasa yang lazim dilakukan oleh siswa kelas 5 selama komunikasi lisan, khususnya terkait dengan penggunaan bentuk *damir muttasil*, *fi'il maḍli*, *isim fa'il*, dan *masdar* yang tidak tepat. Beberapa kesalahan terjadi secara tidak sengaja. Misalnya, ada perbedaan bentuk kata dalam kalimat, seperti "لِتَسْتَعِدَّ" "dimana bentuk masdar yang benar adalah "إِسْتِعْدَادًا لِلدِّرَاسَةِ" Contoh lainnya adalah penyederhanaan kalimat "مَاعِنْدِي الْفُلُوسُ" yang seharusnya menjadi "مُفْلِسٌ", yang merupakan *ism fa'il* dari kata "أَفْلَسَ". Dua kategori berbeda berkontribusi terhadap terjadinya kesalahan berbahasa ini: faktor internal, yang berasal dari dalam diri penutur, dan faktor eksternal, yang timbul dari pengaruh lingkungan yang mempengaruhi penutur. Meskipun faktor-faktor ini mempunyai banyak aspek dan rumit, guru dapat memainkan peran penting dalam upaya koreksi bahasa, sehingga menawarkan peluang berharga untuk memperbaiki kesalahan ini.

**Kata Kunci:** *Percakapan, Kesalahan Bahasa, Morfologi*

## INTRODUCTION

Mastering a foreign language, especially for beginners, can be a formidable undertaking, especially when it becomes an integral part of their daily routines. In Indonesia, several Islamic boarding schools necessitate the study of Arabic due to its importance in understanding various subjects presented in Arabic-language textbooks. Daarul Ukhuwwah Putri 2 Islamic Boarding School in Malang, East Java, has adopted a comprehensive approach to Arabic language learning, encompassing both classroom instruction and practical application in everyday interactions. This approach aims to develop four fundamental language competencies: listening, speaking, reading, and writing, with a particular emphasis on spoken communication. Effective Arabic language acquisition requires proficiency in speaking, which is vital for effective communication. To facilitate this skill, students engage in supporting training activities and are immersed in a language environment conducive to Arabic communication. Notably, the boarding school has implemented a practice wherein female students are required to use Arabic and English alternately on a bi-weekly basis. For example, during a one-month period, Arabic is employed in the first and second weeks, while English is utilized in the third and fourth weeks. However, it is worth mentioning that there have been instances of noticeable pronunciation errors among the female students.

In language learning activities, the confidence level of a learner plays a crucial role in their ability to speak without anxiety and fear. Anxiety can arise from external pressure, leading to language errors. These linguistic errors are a common occurrence among language learners. Language errors refer to deviations made by female students when using the language in their daily activities. Some female students may not even realize these mistakes, and as a result, their language usage may contain numerous errors in pronunciation, sentence structure, and grammar rules. It's not uncommon to encounter the phrase "it is important to speak" in various educational settings, including pesantren (Islamic boarding schools). Unfortunately, this is where many female students tend to underestimate language errors and may be hesitant to correct them.

In this context, language errors can be attributed to two main categories of factors: internal and external. Internal factors pertain to errors made by the speaker (*mutakallim*) themselves. These errors can include occasional misplacement of the *ḍamir* form (pronouns), incorrect usage of the *fi'il* form (verb conjugation), and occasionally appending Indonesian affixes at the end of sentences. On the other hand, external factors are influenced by the language usage of upperclassmen, even if it is incorrect. Consequently, speakers unwittingly adopt these incorrect language patterns without fully comprehending the correct rationale. Moreover, they may sometimes undervalue the importance of adhering to proper language conventions.

Errors play a significant role in the teaching process as they serve as valuable indicators, correction mechanisms, and starting points for further learning progress. As articulated by Nurkholis, the presence of language errors signifies an incomplete or imperfect knowledge and mastery of the target language. People in the process of acquiring a new language often lack a deep understanding of the rules governing this second language they are learning. Consequently, the analysis of language errors becomes a vital tool for addressing linguistic inaccuracies among learners at all levels of proficiency. Language error analysis is an analytical process aimed at evaluating language usage by educated individuals. The focus of this analysis can encompass either one's native language or a second language they are learning.

Error analysis primarily centers on the language used by learners. According to Tri Tami, the significance of error analysis can be categorized into three key reasons. Firstly, it provides valuable insights to female students, enabling them to assess their language learning progress and identify essential factors for enhancing their learning outcomes. Secondly, the corrected error analysis results aid female students in comprehending and mastering the language. Lastly, it allows teachers to discern the strategies employed by female students in language acquisition and comprehension.

One prevalent type of error in communication relates to speaking skills, specifically within the category of *mahārah kalam*. These errors often stem from the communication strategy

employed by the learner when engaging with others.<sup>1</sup> In essence, the goal of *mahārah kalam* learning is to equip students with the ability to orally communicate in basic Arabic.<sup>2</sup> Thohir points out that students encounter challenges in learning *mahārah kalam* due to factors associated with the learning approach and physiological factors, such as the methods used during the learning activity.<sup>3</sup> Meanwhile, Utami's research focuses on a relatively new multilingual system, where both students and teachers grapple with issues like maintaining consistency in using Arabic and English in daily life.<sup>4</sup> This lack of consistency also contributes to the occurrence of language errors.

The concepts of mistakes and errors can sometimes lead to misunderstandings. Umrah clarifies that mistakes are deviations stemming from the speaker's inadvertence, not due to a lack of understanding of the rules of the target language. These deviations arise from the speaker's condition. In contrast, errors result from the speaker's misunderstanding of the rules or systems of the target language.<sup>5</sup> Distinguishing between whether a learner's issue is a mistake or an error can be challenging. Consequently, this research necessitates a meticulous and observant analysis, with a deep understanding of the speaker's condition being essential.

As previously mentioned, language errors frequently manifest in both intentional and unintentional ways during language activities. These errors exhibit a diverse nature and can be categorized in various ways, depending on the perspective from which they are examined. Different viewpoints can lead to specific classifications. However, field data reveals persistent errors in the morphological aspects of learning *mahārah kalam* and in daily communication activities. Notably, issues arise in the use of the forms of *fi'il maḍi* and *muḍari*. For instance, in the sentence " في البارحة أنا أقرأ " where the speaker intends to convey reading a book for an exam last night, there is an error in the phrase أنا أقرأ. This should employ the form of *fi'il maḍi*, as it pertains to events in the past. Consequently, researchers aim to delve deeper into the analysis, specifically focusing on

<sup>1</sup> Ari Khairurrijal Fahmi, "Analisis Kesalahan Gramatikal Teks Terjemah (Indonesia-Arab) Dalam Pendidikan Bahasa Arab" (2015): 105–116.

<sup>2</sup> Syamsuddin Asyrori, *Metodologi Pembelajaran Bahasa Arab* (Yogyakarta: Idea Press Yogyakarta, 2010), 128.

<sup>3</sup> Muhammad Thohir, "Analisis Kesalahan Berbahasa Arab Pada Percakapan Sehari Di Pondok Modern Asy-Syifa Balikpapan," *El-Ibtikar* 9, no. 2 (2020): 168–182.

<sup>4</sup> Nurul Utami, "Analisis Kesalahan Berbahasa Arab Siswi Mts Multilingual Kelas Viii Madrasah Mu ' Allimaat Muhammadiyah Yogyakarta Tahun Ajaran 2014/2015" *Desertasi* (Yogyakarta: UIN Sunan Kalijaga, 2015), : 121.

<sup>5</sup> Ida Latifatul Umroh, "Analisis Kesalahan Berbahasa Arab Mahasiswa Universitas Islam Darul 'Ulum Lamongan Jurusan Pendidikan Bahasa Arab," *DAR EL-ILMI: Jurnal Studi Keagamaan, Pendidikan dan Humaniora* 5, no. 2 (2018): 68–92.

morphological errors, which, within the context of the Arabic language, represent a distinct type of linguistic error.

Morphological errors encompass inflection and derivation. Morphology, a linguistic field, delves into the structure, grammar, and form of words, investigating the fundamental units that compose a language.<sup>6</sup> Inflectional morphology deals with various language forms, while derivational morphology, or word formation, explores the creation of new lexemes from established linguistic elements.<sup>7</sup> In Umrah's research, morphological errors manifest as the misuse of language due to incorrect affix selection, word choice errors, improper compound word formation, and erroneous word form selection.<sup>8</sup>

In line with prior research, Utami's findings regarding morphological errors revealed issues in pronoun (*al-damir*) selection, errors in the application of *taṣrif* terms, and the selection of *fā'il* not in harmony with *fi'il*. Utami also delved into the factors contributing to Arabic errors, including students' limited enthusiasm for language practice, the adoption of Arabic patterns influenced by Indonesian, and ineffective adherence to Arabic grammatical subject rules.<sup>9</sup>

Building upon prior research findings, this study aims to analyze and scrutinize errors in everyday Arabic conversations that deviate from Arabic rules, particularly focusing on inflection and derivation within the field of morphology. In contrast to some earlier studies mentioned, this research exclusively concentrates on morphological aspects, specifically inflection and derivation, as pronunciation errors involving elements of inflection and derivation, or the addition of words and alteration of letter forms, can significantly alter language meaning.

This study is centered on analyzing Arabic language errors in the conversations of 5th-grade students attending Daarul Ukhuwwah Putri 2 Islamic Boarding School. Given their extensive Arabic language study background, the researchers aim to comprehensively examine and describe the forms and categories of Arabic language errors. The study involves the identification of frequently occurring error types, their classification, and an exploration of the underlying factors responsible for these errors. Additionally, this research contributes by providing justifications for these errors, which will be presented in the language improvement (*iṣlah al-lughah*) session they have scheduled.

<sup>6</sup> Achmad Hp dan Alek Abdullah, *Linguistik Umum* (Jakarta: Erlangga, 2012), 54-55.

<sup>7</sup> Abdul Mu'iss Ba'dulu dan Herman, *Morfosintaksis* (Jakarta: PT Rineka Cipta, 2010), 2.

<sup>8</sup> Umroh, "Analisis Kesalahan Berbahasa Arab Mahasiswa," 70,"

<sup>9</sup> Utami, "Analisis Kesalahan Berbahasa Arab Siswi Mts Multilingual," 115."

## METHOD

In this study, a qualitative methodology with a descriptive approach was employed. A descriptive approach is instrumental in comprehensively describing and analyzing data, encompassing data collection, compilation, analysis, and interpretation.<sup>10</sup> Through the application of this approach, the researcher aims to provide a thorough account of data concerning Arabic language errors in the communication activities of students at Daarul Ukhuwwah Putri 2 Islamic Boarding School. Data for this research were gathered through a combination of observation, interviews, and oral tests. The chosen observational method was systematic observation, involving preliminary preparation, including defining observation factors and characteristics of the subject to be observed. Additionally, the researcher conducted interviews with Arabic teachers, the language department, and several female students to gain insights into their daily usage of the Arabic language.

To enhance the robustness of the data gathered from interviews and observations, the researchers administered an oral test to the 5th-grade students at Darul Ukhuwwah Putri 2 Islamic Boarding School, who served as the subjects of this study. In terms of data analysis techniques, given the qualitative nature of this research on language error analysis, the researchers followed a structured sequence for analyzing language errors. These steps encompass: (1) collecting data in the form of language errors, which were derived from the oral interview test conducted with female students; (2) identifying and classifying errors by meticulously analyzing, recognizing, and categorizing language errors; (3) sorting errors based on their frequency; (4) identifying error areas by delineating the error's location, identifying its root cause, and providing a correct example; (5) correcting errors; and (6) documenting the corrections in written form, presented in the form of a chart for clarity and reference.

## RESULT AND DISCUSSION

### Learning Speaking Skills at Daarul Ukhuwwah Putri Islamic Boarding School 2

Speaking skills in learning Arabic at the Daarul Ukhuwwah Putri 2 Islamic Boarding School are mandatory activities that must be carried out by their female students. Learning Arabic is not only found in formal activities such as in the classroom, but learning Arabic is also carried out in their daily activities as a means of communication. This speaking skill is required for female students starting from grade 1 to grade 6. However, there are exceptions for grade 1 female students, where in the first semester they are still allowed to speak Indonesian and start speaking

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<sup>10</sup> Winarno Surakhmat, *Pengantar Penelitian Ilmiah* (Bandung: Taristo, 1980), 18.

Arabic little by little. Then in the second semester, they began to be required to speak Arabic in their daily activities.

Mastery of the Arabic language of female students at the Daarul Ukhuwwah Putri 2 Islamic boarding school is not only supported by classroom learning, but the language department, which is in charge of coordinating their language activities, also provides new vocabulary every day. Then there are also several activities to support their language skills, especially in speaking skills, such as language improvement days (*Iṣlah al-Lughah*) and joint *Muhadaṣah* held every Sunday morning, speeches held every Friday and Sunday evening, and on Sunday mornings. At the end of every month, the language section holds a group viewing of films in which the films use Arabic and English to improve the vocabulary mastery of female students, making it easier for them to communicate using Arabic.

In communicating activities, female students are expected to be able to pronounce articulation sounds or words to express their thoughts in the form of ideas, opinions, or desires towards the interlocutor.<sup>11</sup> Speaking skills occupy a very important position because they are one of the characteristics of the communicative ability of female students, and success in language learning can be seen from the skills of female students in speaking.<sup>12</sup> Therefore, the language section of the Daarul Ukhuwwah Putri 2 Islamic boarding school also plays an important role in helping and disciplining female students to master both Arabic and English, so that they can use them in communicating every day and in understanding lessons.

Speaking skills can be one of the parameters of a person in assessing their speaking ability, so it cannot be denied that speaking skills steal more attention than other skills, because speaking skills or communicating in Arabic can be directly seen and heard.<sup>13</sup> In general, speaking skills aim to be able to communicate orally properly and naturally in the language they have learned. The objective of employing this technique is to create circumstances where female students can utilize Arabic language naturally and spontaneously, fostering both their grammatical proficiency and creative expression. The focus is more on conveying the right meaning or intent in accordance with the

<sup>11</sup> Darwati Nalole, "Meningkatkan Keterampilan Berbicara (Maharah Al-Kalam) Melalui Metode Muhadatsah Dalam Pembelajaran Bahasa Arab," *Jurnal Al Minhaj* 1, no. 1 (2018): 129–145, <https://journal.iaingorontalo.ac.id/index.php/alminhaj/article/view/1027>.

<sup>12</sup> Damateja Andika Daniswara, Farodlia Laila Fikri Anwariati, and Lailah Nailufarh Atsaniyah, "Pelaksanaan Kegiatan 'Muhadharah' Di Beberapa Pondok Modern Sebagai Upaya Untuk Melatih 'Maharah Kalam' Para Santri," *Seminar Nasional Bahasa Arab IV Univ. Negeri Malang* (2020): 234–244, <https://prosiding.arabum.com/index.php/semnabama/article/view/569/523>.

<sup>13</sup> Nawang Wulandari, "Analisis Kesalahan Fonologis Dalam Keterampilan Berbicara Bahasa Arab," *Al-Fathin* 3, no. 1 (2020): 71–84.

guidance and function of communication at a certain time.<sup>14</sup> By getting used to speaking in Arabic, female students will find it easier to do so.

In speaking skills using Arabic, 5th grade students should be able to master the vocabulary that they have learned before. Nevertheless, based on the interview findings with a 5th-grade student, the researcher discovered that at times, she encounters challenges in communicating effectively in Arabic. This difficulty arises due to encountering unfamiliar vocabulary and occasional mistakes in applying grammatical rules. They also sometimes find it difficult to communicate when they want to say something but don't know its meaning in Arabic.

Lack of language skills is one of the obstacles in the communication process. The form of a lack of language skills is caused by language errors, which can cause problems in communication.<sup>15</sup> Just as the researcher mentioned from the results of an interview with one of the female students, language skills are very influential in the application of language in daily activities. If there are errors as described previously, then it can cause problems with speaking skills in Arabic.

### **Classification of Types and Forms of Language Errors in Learning *Kalam***

Intralingual errors can occur in second language learning and can be categorized as errors that occur in the target language. The source of students' errors when studying Arabic can be seen in the linguistic taxonomy of Arabic itself, as morphology is included in one of the linguistic taxonomies of Arabic.<sup>16</sup> Suruso also explained that related to intralingual errors, the causes of the errors occurred due to the complexity of the second language system. Because of the learner's ignorance of the second language system, it is possible for errors to occur frequently.<sup>17</sup> And this is often found in 5th grade students of the Daarul Ukhuwwah Islamic boarding school 2.

Morphology is mentioned as one component of the Arabic linguistic taxonomy, which can be the source of the causes of language errors. In Arabic, morphology is referred to as "*al-ṣarf science*", which is the study of the ins and outs of word forms in Arabic.<sup>18</sup> Morphological errors encompass a range of issues, such as mistakes in utilizing *ḍamir* (pronouns) in *fi'il* (verbs) or *isim* (nouns), errors in applying *wazan* (pattern) or *sigat* (gender), inaccuracies in employing *ṣarfi*

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<sup>14</sup> Lia fatra Nurlaela, "Problematika Pembelajaran Bahasa Arab Pada Keterampilan Berbicara Di Era Revolusi Industri 4.0," *Prosiding Konferensi Nasional Bahasa Arab* 6 (2020): 1.

<sup>15</sup> Reni Supriani and Ida Rahmadani Siregar, "Penelitian Analisis Kesalahan Berbahasa," *Edukasi Kultura* (2012): 67–76.

<sup>16</sup> Haniah, "Analisis Kesalahan Berbahasa Arab Pada Skripsi," *Arabi: Journal of Arabic Studies* 3, no. 1 (2018): 23–34.

<sup>17</sup> Eko Suroso, "Bidang - Bidang Kesalahan Dalam Pembelajaran Bahasa Indonesia Sebagai B-2," *Utile Jurnal Kependidikan* (2013): 1–9.

<sup>18</sup> Hamsiati Hamsiati, "Pengenalan Morfologi Bahasa Arab Bagi Pembelajar Pemula," *Pusaka* 7, no. 1 (2019): 111–126.

(verbal form), *isytiqaq* (derivatives), and other related aspects.<sup>19</sup> So, morphological errors are found in the use of word forms.

Arabic is a language that has very diverse and flexible word formation patterns, both through derivation and inflection.<sup>20</sup> The Inflection and Derivation Paradigm are widely known in fusional languages, namely languages whose words are formed through the incorporation of affixes that are melted into their basic form.<sup>21</sup> Derivation is a morphological process that causes the formation of new words that are different from the basic word class, while inflection is a morphological process in the form of affixation that changes the form of a word without changing the word class.<sup>22</sup>

One of the many kinds of errors that occur in learning Arabic has many kinds, one of which is errors made when speaking. As explained earlier, in analyzing language errors, there are procedures or steps that must be taken by researchers, as concluded by Umrah in that the procedure includes determining the object of research, sorting out errors from the sample, describing errors contained in the grammar or grammar, explaining the causes of errors, and correcting any errors.<sup>23</sup>

In the early stages of the language analysis procedure, the researcher assigned the research subject to 5th grade students at the Daarul Ukhuwwah Putri 2 Islamic Boarding School, for a total of 10 students, based on permission from the boarding school. During the observation phase, researchers collected data by conducting recorded interviews with four female students. However, due to the pandemic circumstances during the research period in October, researchers had limited opportunities to actively participate in their daily activities. Nevertheless, the data was reinforced by administering an oral test consisting of questions related to their daily routines, in which the students were encouraged to communicate in Arabic as part of their regular activities. Some of the data that the researchers got from the results of the interviews and oral tests were categorized according to the types and forms of errors that they said. As shown in the following table:

**Table 1. Shows the various types and forms of errors.**

| NO | TYPES OF ERRORS | FORMS OF ERRORS               |
|----|-----------------|-------------------------------|
| 1  | الفعل الماضي    | أَنَا ذَهَبُ إِلَى الْحَمَامِ |

<sup>19</sup> Muhammad Afif Amrulloh et al., “Analisis Kesalahan Penerapan Qawaid Pada Buku Ajar Bahasa Arab,” *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 6, no1 (2015): 46–65.

<sup>20</sup> Muhammad Natsir, “Pendekatan Analisis Morfologi Dalam Pembelajaran Bahasa Arab,” *Al-Bayan* 9, no. 1 (2017): 40.

<sup>21</sup> Fitri Hidayati Hasibuan, Khairina Nasution, dan Rahimah, “Afiks Derivasi dan Afiks Infleksi Padanomia Bahasa Arab Dalam Buku Al-Arabiyyah Baina Yadaik,” *Kode Jurnal Bahasa* 9, no. 1 (2020): 29–40.

<sup>22</sup> Tajudin Nur, “Infleksi Dan Derivasi Dalam Bahasa Arab: Analisis Morfologi (Inflection and Derivation in Arabic: Morphological Analysis),” *Metalingua: Jurnal Penelitian Bahasa* 16, no. 2 (2019): 273.

<sup>23</sup> Umroh, “Analisis Kesalahan Berbahasa Arab Mahasiswa,” 75.

| NO | TYPES OF ERRORS | FORMS OF ERRORS                        |
|----|-----------------|--|
| 2  | الفعل الماضي    | أَنَا إِزَارَةٌ إِلَى بَيْتِ أُسْرَتِي |
| 3  | الفعل الماضي    | أَعْمَلُ بِمَا شِئْتُ                  |
| 4  | الفعل الماضي    | إِسْتَعَدَدْتُ إِلَى الْمَسْجِدِ       |
| 5  | المصدر          | لِتَسْتَعِدَّ لِلدَّرَاسَةِ            |
| 6  | اسم الفاعل      | مَا عِنْدِي الْفُلُوسُ                 |

Table 1 explains that the language errors found in the 5th grade students of the Daarul Ukhuwwah Putri 2 Islamic Boarding School were due to an error in the use of the past form of the word or *fi'il maḍī*. They still use the word form in the narrative to tell current events. When explaining daily activities, *mutakallim* should use grammar according to the time of the incident and must pay attention to additional words and word changes when speaking in Arabic so as not to change the meaning of the word, because morphological patterns can be an indicator of meaning.<sup>24</sup>

Language errors that are often found in conversation are mismatches in pronunciation from a grammatical point of view. As a result of the researcher's initial observations, the female students of the Daarul Ukhuwwah Putri 2 Islamic Boarding School have studied grammar subjects in Arabic, namely *naḥwu* and *ṣarf*, from grade 1 to grade 6, in speaking according to the rules of grammar.

Grammar has a significant role in determining the appropriate language performance in the rules of language. In second language classrooms, the teaching of grammar is essential, as it cannot be solely acquired through communication.<sup>25</sup> During the process of learning grammar, it is crucial to engage in practical applications, such as utilizing it in verbal communication. If the female students only study the rules and theories, it is possible for language errors to occur in learning a foreign language.

### Identify Language Error Types

Based on the types of errors that the researchers made in the field, the researchers classified the types of errors by analyzing the inflection and derivation contained in the language error data that they got. The following are the results of the classification of the types of language errors in the inflection and derivation analysis that the researchers did:

<sup>24</sup> Jawad Sadek and Farid Meziane, "Learning Causality for Arabic - Proclitics," *Procedia Computer Science* 142 (2018): 141–149, <https://doi.org/10.1016/j.procs.2018.10.469>.

<sup>25</sup> Ulil Albab, "Performansi Dan Gramatika Bahasa Arab Sebagai Bahasa Kedua," *ARABIYAT: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 2, no. 1 (2015): 75–85.

Table 2: Determine the type of error.

| NO | PLACE ERROR                            | CORRECTION                       |
|----|--|----------------------------------|
| 1  | أَنَا ذَهَبْتُ إِلَى الْحَمَّامِ       | ذَهَبْتُ إِلَى الْحَمَّامِ       |
| 2  | أَنَا إِزَارَةً إِلَى بَيْتِ أُسْرَتِي | زُرْتُ إِلَى بَيْتِ أُسْرَتِي    |
| 3  | أَعْمَلُ بِمَا شِئْتُ                  | عَمِلْتُ بِمَا شِئْتُ            |
| 4  | إِسْتَعَدَدْتُ إِلَى الْمَسْجِدِ       | إِسْتَعَدَدْتُ إِلَى الْمَسْجِدِ |
| 5  | لِتَسْتَعِدَّ لِلدَّرَاسَةِ            | إِسْتَعْدَادًا لِلدَّرَاسَةِ     |
| 6  | مَا عِنْدِي الْفُلُوسُ                 | أَنَا مُفْلِسٌ                   |

In table no. 1 to 2, are examples of errors in the aspect of inflection, and 4 to 6 are examples of errors from the aspect of derivation. Based on table 2. As explained in the previous table regarding language errors made by 5th grade students of Daarul Ukhuwwah Islamic boarding school, daughter 2, These errors are still classified as being able to be corrected both orally and in writing like this. From the findings that the researchers found, the type of error that was often found was in the use of the past tense or *fi'il maḍi'*, because sometimes they still have difficulty using *fi'il maḍi'* when telling stories about their daily activities, preferring to use *fi'il muḍari'*. The researcher wants to explain how these errors are related to correcting the wrong words or sentences. The following explanation is given below:

The expression *أَنَا ذَهَبْتُ إِلَى الْحَمَّامِ* means "I go to the bathroom". But in this expression, there is an error, namely in the word *ذَهَبْتُ*. The appropriate word in the sentence should be *ذَهَبْتُ إِلَى الْحَمَّامِ* because the word *ذَهَبْتُ* here should indicate the form of *fi'il maḍi'*, so the suffix *تُ* is added at the end of the word, which indicates *ḍamir* أنا in Arabic.

The phrase *أَنَا إِزَارَةً إِلَى بَيْتِ أُسْرَتِي* "I went to my brother's house". In this expression, there is an error at the beginning of the sentence, namely the word "إِزَارَةً". The word for "visit" in Arabic is "زَارَ- يَزُورُ". So the correct sentence is *زُرْتُ إِلَى بَيْتِ أُسْرَتِي*, because this sentence uses *fi'il maḍi'*, at

the end of the word زَارَ at the beginning of the sentence, the suffix تُ is added at the end of the word, which shows the form of *damir* أنا in Arabic.

The expression أَعْمَلُ بِمَا شِئْتُ in this sentence means "I do what I want to do", but in this sentence there is an incorrect use of grammar. At the beginning of the sentence, the word أَعْمَلُ uses the form of *fi'il muḍari*, but the next sentence uses the form of *fi'il maḍi*. The appropriate sentence is عَمِلْتُ بِمَا شِئْتُ using the form of *fi'il maḍi* because this sentence is used when talking about past activities.

The expression أَنَا إِسْتَعَدَدْتُ إِلَى الْمَسْجِدِ which means "I'm getting ready to go to the mosque", but there is an error in the first sentence in using the *fi'il maḍi*' pattern, which should be إِسْتَعَدْتُ إِلَى الْمَسْجِدِ by adding the suffix تُ at the end of the word, which shows the *damir* أنا in Arabic.

This expression means لِتَسْتَعِدَّ لِلدَّرَاسَةِ "preparing to learn," but the first sentence in the lafadz contains a word pattern error, which should use *masdar* from the word يَسْتَعِدُّ – إِسْتَعَدَّ to become إِسْتَعَدَّ – يَسْتَعِدُّ.

The expression مَا عِنْدِي الْفُلُوسُ which appears in this sentence, is one of the expressions often spoken by female students at the Daarul Ukhuwwah Putri 2 Islamic boarding school. This sentence means "I don't have money" as the sentence structure has been written. However, the researcher explains here that the lafadz مَا عِنْدِي الْفُلُوسُ can be shortened to مُفْلِسٌ *isim fā'il* from the word أَفْلَسَ means "no money"

## Factors That Cause Language Errors to Occur

The language errors made by the 5th grade students of the Daarul Ukhuwwah Putri 2 Islamic Boarding School belong to the category of intralingual errors as previously described, in which the error occurred due to the complexity of the target language system itself. Then, the lack of understanding of female students in learning Arabic or their understanding of learning Arabic grammar, but not being applied to daily activities, can cause female students to find it difficult when speaking in Arabic. The factors that cause errors to occur can also be very complex and multidimensional, both linguistically and psychologically, sociologically, and educationally.

As has been stated by one of the language divisions at the Daarul Ukhuwwah Putri 2 Islamic Boarding School, when the *muhadatsah* activity takes place, many female students still underestimate some of the vocabulary that has been given on a daily basis and is sometimes still rarely used on the grounds that they forget it or don't bring it. a small notebook containing a collection of vocabulary, even though the language department has required all female students to always carry the small notebook.

This is supported by the opinion of one of the teachers interviewed by the researcher. According to his statement, common language errors arise during classroom learning when female students lack understanding of certain vocabulary and resort to speaking Indonesian secretly. This habit perpetuates the repetition of mistakes, further exacerbated by a lack of self-awareness among the female students.

## CONCLUSION

Based on the research findings, language errors among 5th-grade students at Daarul Ukhuwwah Putri 2 Islamic Boarding School can be categorized into four distinct types. These students frequently make errors in the placement of the *ḍamir muttasil* form, the *fi'il maḍi'* form, *isim fā'il*, and the *masdar* form during their speech, often inadvertently. Specifically, an error observed in the *ḍamir* form involves the omission of a suffix at the word's end, which denotes the *fi'il maḍi'* form. These language errors can be attributed to two primary categories of factors: internal and external. Internal factors originate from the speakers themselves and encompass factors such as a lack of comprehension of meanings, covert use of Indonesian, recurrent mistakes, and a deficiency in self-awareness. In contrast, external factors emanate from the surrounding environment, wherein students adopt the language of their seniors, despite it being incorrect. Consequently, they use this language without understanding its proper justification, and they may also underestimate the significance of linguistic justifications.

This study possesses certain limitations and offers room for further development. It primarily focuses on students' conversational errors within morphological aspects, particularly inflection and derivation. In future research, the scope can be expanded to encompass a broader spectrum, including error analysis in all facets of linguistic taxonomy, such as semantics, syntax, phonology, and morphology. Such an extended discussion would offer greater depth and richness, generating a wealth of data pertinent to Arabic error analysis.

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